Language Minority (DOE-LM)   **Version 01.11.06**

The purpose of this data collection for SY 2005-2006 is to gather student information on **language minority and immigrant students**. This report consolidates all data needs of the Division of Language Minority and Migrant Programs including previous DOE-LM, DOE-EP, and Immigrant collections.

A language minority student is a student for whom at least one of the following is true:

1. The student's first acquired (learned) language is other than English; regardless of which language is dominant; or
2. The language most often spoken by the student is other than English; or
3. The language spoken <u>by the student</u> in the student's home is other than English.

An immigrant student may be a student from an English speaking country and should be reported using the code 1 – Fluent English Proficient under field 4 – Language Minority Status.   Use the Language Codes and the Change History for Language Codes in this document for reference.

Audience

Public schools, accredited nonpublic schools, charter schools and freeway schools should report this data on students enrolled at the time of this collection. Available in the Application Center is a Language Minority Input screen, for users that have data transfer privileges, to select the school(s) to report <u>No Language Minority Students</u>.   Report each school in the corporation that does not have language minority or immigrant students, check the box and then press the save button.

Instructions

The required language minority data should be collected on language minority students, combined into a file, and submitted to the Department of Education through the Application Center. Submit language minority and immigrant students that are enrolled during this collection period. The file may be any of the formats contained in this document. This file must contain all the fields in the order described in the data layout below.

The required collection period will begin on **February 1, 2006** and last until **March 17, 2006**, which is the final date for submission. During this time you are required to transfer the file to the Department of Education using the secured STN Application Center, check the processing results for errors, and check the reports in the message center for accuracy. If there are any errors or inaccuracies you may correct your data file and transmit the file again until the end of the day on March 17, 2006.

Language Minority Data Layout

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
1	School Number	4	State Assigned School ID **Required Field**: YES	School building where the student is located.
2	Student Test Number (STN)	9	Official Student Test Number (STN) assigned to student **Required Field**: YES	Warning messages will be generated if an STN appears in the same file more than once.
3	Grade Level	2	**Allowable Codes Are:** PK = Pre-Kindergarten KG = Kindergarten 01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Post High School **Required Field:** YES	13 = Post High School. E.g., These may be students who received *Certificates of Achievement* or *Course Completion* and who have returned for further education and to possibly earn a regular or other diploma.
4	Language Minority Status	1	Which proficiency code best describes the student?	**FEP**: A language minority student is considered to be FEP if the student's English language abilities

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Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
			Allowable Codes Are: 1 = Fluent English Proficient (FEP) 2 = Limited English Proficient (LEP) **Required Field**: YES.	are "near native" or "native-like", as determined by English language proficiency instrument, and if the student's academic performance in English is at grade level. **English Language Proficiency Level 4 and 5 are allowed for FEP students.** **LEP**: A language minority student is considered to be LEP if the student's English abilities are limited (or non-existent), as determined by an English language proficiency instrument, and if the student's academic performance in English is not at grade level. **English Language Proficiency Levels 1 through 4 are allowed for LEP students. Only LEP students generate funds.**
5	**English Language Proficiency Level**	1	What is the attained proficiency level in the English language? **Allowable Codes Are:** 1 = Level 1 – Beginner 2 = Level 2 – Early Intermediate 3 = Level 3 – Intermediate 4 = Level 4 – Advanced 5 = Level 5 – Fluent **Required Field**: YES	**Level 1 (Beginner)**: Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks. **Level 2 (Early Intermediate)**: Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks. **Level 3 (Intermediate)**: Students performing at this level of English proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language. **Level 4 (Advanced)**: Students performing at this level of English language proficiency combine elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident. **Level 5 (Fluent English Proficient)**: Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. **Level 5 allowed for FEP students only.**
6	**Instrument Used**	1	What is the instrument used to measure the English proficiency level? **Allowable Codes Are:** 1 = Woodcock - Munoz 2 = Language Assessment Scales (LAS) 3 = Idea Proficiency Test (IPT) 4 = Other **Required Field:** YES	**4. Other** is to be selected in instances such as brief student enrollment of less than 30 days, or when applying a score from an instrument used in another state for a recently transferred student.

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
7	**Non-U.S. Origin (Immigrant)**	1	Was the student born outside of the U.S. or what is considered U.S. province such as Puerto Rico, US Virgin Islands or Guam? **Allowable Codes Are:** Y = Yes N = No **Required Field**: YES	For language minority students born within the U.S., select No.
8	**Country of Origin**	3	Code for the country from where the student originated. **Allowable Codes Are:** 001 – 196 **Required Field:** YES, if the student has a Non-U.S. Origin value of 'Y'.	Please see the country codes table at the end of this document to find out the correct codes for each student. Code 194 indicates a country not listed. Provide the name in the "Other Country" field.
9	**Other Country**	20	Name of the country of origin if country code is "194 - Other". **Required Field:** YES, if the country of origin was coded as 194 - Other.	If the country from which the student originated cannot be found in the country codes table at the end of this document, then a country code of 194 is used to indicate "Other" country and the country name is given in this field.
10	**Length of Enrollment**	1	Has the student been enrolled in U.S. schools for a period of less than three years? **Allowable Codes Are:** Y = Yes N = No **Required Field**: YES	Length of enrollment is used to determine: 1. Qualification as 'immigrant' if student was also born outside of the U.S., and 2. Participation in alternate academic assessment.
11	**Foreign Exchange**	1	Is the student a foreign exchange student? **Allowable Codes Are:** Y = Yes N = No **Required Field**: YES	
12	**Native Language Code**	3	What is the language code for the student's native language? **Allowable Codes Are:** 001 - 998 **Required Field**: YES	Please see the language codes table at the end of this document to find out the correct codes for each student. Examples: 835 (Spanish) 250 (French) 760 (Russian)
13	**Instructional Program**	1	What English Language education instructional program is providing service? **Allowable Codes Are:** 1 = Transitional Bilingual Education (TBE) 2 = ESL program 3 = Pull-out ESL 4 = Content-based ESL 5 = Regular education program 6 = ESOL 7 = Sheltered English 8 = Structured Immersion **Required Field**: YES	**1. Transitional Bilingual Education:** TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and **L1** is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be **early-exit** or **late-exit**, depending on the amount of time a child may spend in the program.

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
				2. ESL: English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).
				3. Pull-out ESL: A program in which **LEP** students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).
				4. Content-based ESL: This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992)
				5. Regular education program: The student has attained the English proficiency level of *fluent* and performs well within the school district's regular education program.
				6. ESOL: English language development (**ELD**) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (**ESL**), "teaching English to speakers of other languages" (**TESOL**), or "English for speakers of other languages" (**ESOL**). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.
				7. **Sheltered English:** An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from **ESL** in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).
				8. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
				time achieving in content areas.
14	**Special Education Participant**	1	Is this student officially considered to be participating in a Special Education Program? **Allowable Codes Are:** Y = Yes N = No **Required Field:** YES	i.e., does this student have an individualized education plan (IEP)?
15	**Gifted & Talented Participant**	1	Does the student participate in a Gifted and Talented program? **Allowable Codes Are:** Y = Yes N = No **Required Field:** YES	
16	**ESEA Title I Program**	1	What Title I program is providing service to the student? **Allowable Codes Are:** 1 = Regular Title I, Part A program 2 = Migrant Title I, Part C program 3 = Both regular Title I, Part A program & Migrant Title I, Part C program 4 = None **Required Field:** YES	1. Regular Title I, Part A: a student receiving services through a regular Title I schoolwide or targeted assistance program (mostly at elementary) 2. Migrant Title I, Part C: a student certified as migrant and receiving services through a Migrant Education project (only at about 30 districts statewide) 3. Both Title I, Part A and Migrant Title I, Part C: a student receiving services through both 1 and 2. 4. None: a student not participating in Title I and not certified as migrant.

References:

Legal Guidelines for Serving Limited English Proficient Students <http://www.doe.state.in.us/lmmp/lepguidelines.html>

Example Data File Formats

The following section contains example data files in the allowed comma delimited, positional, and XML formats. Note, the data used in these examples are not meant to be an example of what your data will look like.

Comma Delimited Format

```
0001,000102001,PK,2,2,3,Y,001,,Y,N,001,2,N,N,2
0001,000102002,10,2,1,2,N,194,Neverland,N,N,001,2,N,N,2
0002,000202001,02,1,5,3,N,,,N,N,001,5,Y,Y,1
```

Positional Format

```
          10        20        30        40        50        60
....|....|....|....|....|....|....|....|....|....|....|....|....
0001000102001PK223Y001                        YN001NN22
000100010200210212N194Neverland               NN001NN22
000200020200202153N                           NN0015YY1
```

E(x)tensible Markup Language (XML) Format

```
<XIF_LMData>
    <Corporation Id="8800">
        <School  Id="0001">
            <Student STN="000102001">
                <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="2"
                  InstrumentUsed="3" NonUSOrigin="Y" CountryOfOrigin="001" OtherCountry=""
                  LengthOfEnrollment="Y" ForeignExchange="N" NativeLanguageCode="001"
                  InstructionalProgram="2" SpecialEducation="N"
```

```
                         GiftedTalented="N" ESEATitleIProgram="2" />
                      <SchoolUse GradeLevel="PK" />

              </Student>
              <Student STN="000102002">
                      <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="1"
                       InstrumentUsed="2" NonUSOrigin="N" CountryOfOrigin="194" OtherCountry="Neverland"
                       LengthOfEnrollment="N" ForeignExchange="N" NativeLanguageCode="001"
                       InstructionalProgram="2" SpecialEducation="N"
                       GiftedTalented="N" ESEATitleIProgram="2" />
                      <SchoolUse GradeLevel="10" />


              </Student>
      </School >
      <School  Id="0002">
              <Student  STN="000202001">
                      <Demographics LanguageMinorityStatus="1" EnglishProficiencyLevel="5"
                       InstrumentUsed="3" NonUSOrigin="N" CountryOfOrigin="" OtherCountry=""
                       LengthOfEnrollment="N" ForeignExchange="N" NativeLanguageCode="001"
                       InstructionalProgram="5" SpecialEducation="Y"
                       GiftedTalented="Y" ESEATitleIProgram="1" />
                      <SchoolUse GradeLevel="02" />

              </Student>
      </School>
   </Corporation>
</XIF_LMData>
```

Country of Origin Codes

Code	Name	Code	Name
001	Afghanistan	057	Estonia
002	Albania	058	Ethiopia
003	Algeria	059	Fiji
004	Andorra	060	Finland
005	Angola	061	France
006	Antigua & Barbuda	062	Gabon
007	Argentina	063	Gambia, The
008	Armenia	064	Georgia
009	Australia	065	Germany
010	Austria	066	Ghana
011	Azerbaijan	067	Greece
012	Bahamas	068	Grenada
013	Bahrain	069	Guatemala
014	Bangladesh	070	Guinea
015	Barbados	071	Guinea-Bissau
016	Belarus	072	Guyana
017	Belgium	073	Haiti
018	Belize	074	Honduras
019	Benin	075	Hungary
020	Bhutan	076	Iceland
021	Bolivia	077	India
022	Bosnia and Herzegovina	078	Indonesia
023	Botswana	079	Iran
024	Brazil	080	Iraq
025	Brunei	081	Ireland
026	Bulgaria	082	Israel
027	Burkina Faso	083	Italy
028	Burundi	084	Jamaica
029	Cambodia	085	Japan
030	Cameroon	086	Jordan
031	Canada	087	Kazakhstan
032	Cape Verde	088	Kenya
033	Central African Republic	089	Kiribati
034	Chad	090	Korea, North
035	Chile	091	Korea, South
036	China	092	Kuwait
037	Colombia	093	Kyrgyzstan
038	Comoros	094	Laos
039	Congo	095	Latvia
040	Congo, Democratic Republic of the	096	Lebanon
041	Costa Rica	097	Lesotho
042	Croatia	098	Liberia
043	Cuba	099	Libya
044	Cyprus	100	Liechtenstein
045	Czech Republic	101	Lithuania
046	Côte d'Ivoire (Ivory Coast)	102	Luxembourg
047	Denmark	103	Macedonia, Former Yugoslav Republic of
048	Djibouti	104	Madagascar
049	Dominica	105	Malawi
050	Dominican Republic	106	Malaysia
051	East Timor (Timor Timur)	107	Maldives
052	Ecuador	108	Mali
053	Egypt	109	Malta
054	El Salvador	110	Marshall Islands
055	Equatorial Guinea	111	Mauritania
056	Eritrea	112	Mauritius

Code	Name	Code	Name
113	Mexico	171	Tanzania
114	Micronesia, Federated States of	172	Thailand
115	Moldova	173	Togo
116	Monaco	174	Tonga
117	Mongolia	175	Trinidad and Tobago
118	Morocco	176	Tunisia
119	Mozambique	177	Turkey
120	Myanmar	178	Turkmenistan
121	Namibia	179	Tuvalu
122	Nauru	180	Uganda
123	Nepal	181	Ukraine
124	Netherlands	182	United Arab Emirates
125	New Zealand	183	United Kingdom
126	Nicaragua	184	Uruguay
127	Niger	185	Uzbekistan
128	Nigeria	186	Vanuatu
129	Norway	187	Vatican City
130	Oman	188	Venezuela
131	Pakistan	189	Vietnam
132	Palau	190	Western Sahara
133	Panama	191	Yemen
134	Papua New Guinea	192	Zambia
135	Paraguay	193	Zimbabwe
136	Peru	194	Other
137	Philippines	195	Aruba
138	Poland	196	Burma
139	Portugal		
140	Qatar		
141	Romania		
142	Russia		
143	Rwanda		
144	Saint Kitts and Nevis		
145	Saint Lucia		
146	Saint Vincent and The Grenadines		
147	Samoa		
148	San Marino		
149	Sao Tome and Principe		
150	Saudi Arabia		
151	Senegal		
152	Serbia and Montenegro		
153	Seychelles		
154	Sierra Leone		
155	Singapore		
156	Slovakia		
157	Slovenia		
158	Solomon Islands		
159	Somalia		
160	South Africa		
161	Spain		
162	Sri Lanka		
163	Sudan		
164	Suriname		
165	Swaziland		
166	Sweden		
167	Switzerland		
168	Syria		
169	Taiwan		
170	Tajikistan		

Language Codes

Code	Language	Region
001	Achinese	Indonesia
005	Afar	Africa
007	Afgan	Afghanistan
010	Afrikaans	South Africa
015	Akan	West Africa
020	Albanian	Albania/Greece
025	Alemannic	Leichtenstein
027	American Sign Lang (ASL)	USA
028	American Signed English	USA
030	Amharic	Ethiopia
035	Amoy	China/Taiwan
040	Arabic	Middle East/Africa
043	Argentinean	Agrentina
045	Armenian	Eastern Europe
046	Assamese	India
047	Assyrian	Assyria
050	Aymara	Bolivia/Peru
055	Azerbaijani	Ajerbaijan/Iran
060	Bahasa Malay	Malaysia
065	Baluchi	Middle East/Oman
068	Bangladasha	Bangladesh
070	Bantu	South Africa/Angola
072	Bambara	Mali
075	Basque	Spain/France
077	Bassa	Liberia
080	Batak	Bangladesh/India
083	Bemba	Zambia
085	Bengali	Bangladesh/India
090	Berber	Algeria
091	Bete (Bette)	Nigeria
093	Bosnian	Bosnia
095	Breton	France
100	Bugi	Indonesia
105	Bulgarian	Bulgaria
106	Buli (Panga)	Ghana/Indonesia
110	Burmese	Burma
112	Burundi	Africa
115	Buyi	China
120	Byelorussian (Belorussian)	Belarus
125	Cantonese	China
127	Castellano	Guatemala
130	Catalan	Spain/France/Andorra
133	Cebuano	Philippines
135	Cham	Thailand/Vietnam
137	Chamorro	Central America
138	Chavacano	Philippines
139	Cherokee	USA
140	Chichewa (Chewa)	Malawi
141	Chichewa	USA
143	Chiluba (Tshiluba)	Zaire
144	Cheyenne	USA
145	Chin	Burma
147	Chippewa (Ojibwa)	USA
150	Chuang	China
155	Chuvash	Russia
157	Creek	USA
160	Creole (Patois)	Africa
165	Crioulo	Genia-Bissau
170	Croatian	Austria/Croatia
171	Crow	USA
173	Cutchi	Kenya
175	Czech	Czech Republic
177	Dagaare	Ghana
180	Dagbani	West Africa
183	Dan (Gio)	Liberia, Guinea, Ivory Coast
185	Danish	Denmark

Code	Language	Region
190	Dari	Afghanistan
193	Dhapadhola	
194	Dinka	Sudan
195	Dioula	Africa
200	Djerma	Africa
205	Dutch	Netherlands
210	Dzongkha	Bhutan
212	English	Not USA
213	Eskimo	USA/Canada
215	Edo	West Africa
217	Efik	Nigeria
220	Estonian	Estonia
225	Ewe	West Africa
230	Fang	Guinea/Africa
233	Fanti (Fante)	Africa
234	Filoco	Portugal
235	Finnish	Finland
240	Flemish	Belgium/France
245	Fon	Benin
250	French	France/Africa/Canada
255	Frisian	Netherlands
260	Friulian	Italy
265	Fukienese	China
270	Fula	West Africa
275	Fulani (Pulaar)	Guinea/West Africa
277	FuZhou	China
279	Ga	Ghana
280	Gaelic	United Kingdom/Ireland
285	Galician	Spain
290	Gallinya	Ethiopia
295	Ganda	East Africa
298	Georgian	Georgia (Russia)
300	German	Germany/Austria
301	German (Amish)	USA/Canada
305	Gheg	Albania
310	Gitaki	Iran
311	Grebo	Liberia
315	Greek (Eretria)	Greece/Cyprus
317	Greenlandic	Greenland
320	Guarani	South America
325	Gujarati	India
330	Haitian Creole	Haiti
335	Hakka	China/Taiwan
340	Hani	Southeast Asia
345	Hausa	West/Central Africa
347	Hawaiian Creole (Pidgin)	Hawaii
350	Hebrew	Israel
355	Hindi	India/Burma
360	Hindustani	India
365	Hmong	Laos
367	Ho-Low	China
370	Hungarian (Magyar)	Hungary/Austria
374	Iban	Indonesia
376	Ibibio	Nigeria
380	Ibo (Igbo)	West Africa
385	Icelandic	Iceland
390	Ijaw (Ijo)	West Africa
395	Ilocano	Philippines
400	Iloko	Philippines
401	Ilonggo	Philippines
405	Indonesian	Indonesia/Malaysia
407	Irish	Ireland
408	Iroquios	USA
410	Italian	Italy
413	Jacabano	
415	Japanese	Japan
417	Jamaican Creole	Jamacia
420	Kachin	Burma
425	Kannada	India

Code	Language	Region
430	Kanarese	India
435	Kanuri	Central Africa
436	Karakalpak	Uzbekistan
437	Kashmiri	India
440	Katchi	India
442	Kazak (Kazakh)	Afganistan/China/Iran
445	Khmer (Cambodian)	Cambodia/Thailand
450	Kikongo	Manianga
455	Kikuyu	Kenya/East Africa
460	Kingwana	Zaire
465	Kinyarwanda (Ruanda)	Rawanda/Africa
470	Kiribati (Gilbertese)	Kiribati
471	Kirundi	Burandi/Uganda
472	Kira	Ghana
473	Kissi	Guinea/Northern Liberia
475	Kiswahili (Swahili)	Africa
480	Konkani	India
485	Korean	Korea
486	Kosraean	Micronesia
487	Kpelle	Guinea/Liberia
488	Krahn	Liberia
490	Krio	Africa
491	Ku (Kung-Ekoka)	Angola/Namibia
495	Kurdish	Iran/Iraq/Turkey
500	Kurukh	
502	Kyrgyz	Kyrgyzstan
503	Lamsa	Saudia Arabia
505	Ladin	Italy
506	Lakota (Lakhota)	USA
510	Lao (Laotian)	Laos
515	Lappish	Finland/Norway/Sweden
520	Latvian	Lativa
525	Letzeburgish	Luxenbourg
530	Lingala	Congo/Africa
535	Lithuanian	Lithuania
536	Lorma	Liberia/Guinea
538	Lozi	Africa
540	Luganda	Africa
545	Luhya	Africa
550	Luo	Kenya/East Africa
555	Luri	Iran
557	Maay (MayMay)	Somalia
560	Macedonian	Yugoslavia/Greece
565	Madurese	Indonesia
567	Maithili	India
570	Makua	Southeast Asia
575	Malagasy (Malgache)	Madagascar
579	Malay	Malaysia, Indonesia
580	Malayalam	Sri Lanka, Malaysia
595	Maltese	Malta
600	Mandarin (Sichuanese)	China
604	Mano	
605	Marathi	India
607	Marshallese	Marshall Islands
610	Massa	Chad
613	Mangyan	Philippines
614	Maninka (Mandingo)	Guinea
615	Maya	Central America
618	Montonese	
620	Mende	Papua New Guinea
621	Micronesia	Micronesia
622	Miami	USA
625	Min (Hokkien)	China
630	Mina	Benin
635	Moldavian	Romania
637	Mon	Thailand
640	Mongolian	Mongolia
645	Montagnard	Vietnam
650	Mossi (Moore)	Burkina Faso

Code	Language	Region
655	Motu	Papua New Guinea
660	Nahuati	Central America
663	Navajo	USA
665	Ndebele	Africa
670	Ndongo	Angola
675	Nepali	Nepal/Bhutan/India
680	Newari	Nepal
685	Ngala	P.N.G
690	Ngoni	Tanzania
692	Ningbo	China
695	Norwegian	Norway
700	Nyanja (Chinyanja)	Africa
702	Nuer	Sudan
705	Oriya	India
709	Oromiffa	Ethiopia
710	Oromo	Ethiopia
713	Ottawa	USA/Canada
714	Palau	Palauan Islands
715	Persian (Farsi)	Iran/Asia
718	Liberian Pidgin English (Kru)	Liberia
720	Polish	Poland
721	Ponape (Pohnpeian)	Ponape Isles/Micronesia
725	Portuguese	Portugal/Brazil
727	Potawatomi	USA
729	Pulaar	Senegal
730	Punjabi	India/Pakistan
733	Pushtu (Pashto)	Afghanistan
735	Quechua (Kechua)	Central/South America
737	Ramjaki	
740	Rumanian (Romanian)	Rumania
745	Romansch	Switzerland
747	Romany	Yugoslavia
750	Rwanda	Rwanda
753	Runyoro	Uganda/Zaire
755	Rundi	
760	Russian	Russia
763	Samoan	American Samoa
765	Sango	Central Africa
768	Santali	India
769	Seneca	USA, Canada
770	Serbian	Serbia
775	Serbo-Croatian	Croatia/Serbia
780	Sesotho	Lesotho/Africa
785	Setswana (Tswana)	Botswana
790	Shan	Burma
795	Shangzhai	China
800	Shona	East Africa
801	Shughni	Tajikistan
802	Shoshone	USA
805	Siamese	Thailand
810	Sindhi	India/Pakistan
815	Sinhalse	Asia/Africa
817	Sioux	USA
820	Slovak	Slovakia
823	Slovenian	Italy/Slovenia
825	Somali	Somalia
830	Songhay	Mali
835	Spanish	Ctl & So. America/Spain
837	Supan	Malaysia
840	Swahili	Tanzania
843	Swazi (Siswati)	Swaziland/Africa
845	Swedish	Sweden
847	Tadjik	Isreal
850	Tagalog (Pilipion)	Philippines
853	Taiwanese	Taiwan
855	Taki Taki	Suriname
857	Tangga	Papua New Guinea
860	Tomashek	Niger/Africa
865	Tamil	India/Burma/Africa

Code	Language	Region
870	Tatar (Tartar)	Russia
873	Tegina	Africa
875	Telugu	India
880	Thai	Thailand
885	Tibetan	Tibet
890	Tigrinya	Ethiopia
893	Trinidad English	Trinidad
895	Tiv	Centra/West Africa
897	Tongan	Tonga
898	Trique	Mexico
900	Tosk	
902	Tsonga/Shangan	South Africa
904	Tshiluba	Demo Republic of Congo
905	Tswana	Botswana
910	Tulu	India
915	Tumbuka	India/Africa
920	Turkish	Turkey/Eastern Europe
923	Twi (Twi-Fante)	Northern Africa
930	Ukrainian	Ukraine/Rumania
931	Ukrur	
932	Urhobo	Nigeria
935	Urdu	India/Middle East
937	Uygur	China
940	Uzbek	Uzbekistan
943	Vai	Liberia/Sierre Leone
945	Vietnamese	Vietnam
950	Visayan	Philippines
955	Welsh	United Kingdom
960	Wolof	Senegal
965	Wu	China
970	Xhosa	South Africa
975	Yao	Africa
980	Yi	China
985	Yiddish	Central/Eastern Europe
987	Yocal	
990	Yoruba	Nigeria/Africa
992	Zarna (Zarma)	Niger
995	Zhuang	China
997	Zulu	South Africa
998	Zuni	USA
999	Other	N/A

Change History

Change History for Language Codes for Version 10.31.05

Code	Language	Region	Change
436	Karakalpak	Uzbekistan	New code

The following section contains a history of changes made to the Language Minority Data Layout from the prior version.

Version	Change History
01.11.06	Instructional programs definitions change. Tutoring sessions are no longer included as an instructional program. ESL breaks down into categories of Pull-out and content based. Sheltered English and Structured Immersion are additional instructional programs. These changes reflect federal definitions.
10.31.05	Language code 436 added.
09.08.05	No trial submission. Language code 83 added. Dates changed for 2005-2006 SY.
03.04.05	Reference section added. Field 16 note section added. Instructions provided for input form.
02.02.05	First paragraph, #3 changed to "spoken by student"
01.11.05	Audience section added.
01.10.05	Collection dates revised. Change history section added for new Language codes. SU, UG, GR removed from Grade Level. Field 4 and 5 have revised notes about proficiency levels.
03.17.04	Original Version